"STUDY OF PSYCHOLOGICAL HARDINESS, EMOTIONAL COMPETENCE AND ADJUSTMENT OF PRE-SERVICE TEACHER TRAINEES OF KASHMIR VALLEY"

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INTRODUCTION

Education is the sheet anchor and cradle of the personality. The aim of education is not only imparting bookish knowledge but to make youth good citizens by bringing about their physical mental, emotional and intellectual development. That's why it is an essential function of education to make the students emotionally competent and psychologically hardy individuals so that they may become well adjusted individuals.

Present age is an age of scientific advancement, speedy industrialization, urbanization and tough competition that has made an individual's life more mystified and self-doubting. Extreme competition, rapidly changing cultural and social values, constant exposure to speed in every aspect of life has made the people in general and young generation in specific, live in urgency and emergency. In this competent world an individual's personality can function effectively if he is free from tensions, worries and emotional disturbances.

In modern world more focus is laid on training of teachers in order to produce professional teachers which directly affect quality education. During training course teachers met different challenges and problems which affect their personality. The problems related to adjustment are an important issue. Hence it is need of the hour to address problems faced by teacher trainees. At times teacher trainees can feel plagued by various tasks related with being a college student as a result several will suffer loss of adjustment and a few will experience a rigorous state of hopelessness. It is necessary to search causes of such problems with remedial measures.

PSYCHOLOGICAL HARDINESS

According to Kosaka (1996), "Psychological hardiness is a personality trait which consists of commitment, control and challenge. Hardiness is considered as the measure of one's tendency to make relationship to oneself and one's outside world. It is not a mere rigidness or stress endurance, but a power to cultivate one's way under difficult conditions and go through stressful events. It is not like a reckless attack, but an ability to understand conditions around oneself, an ability to self-decision. Psychological hardiness (a personality trait consists of commitment, control and challenge) is one of the indicator of psychological health based on existential personality theory. One need performance in daily life, when he/she have to communicate something important. Especially, it will be the case on the verge of changing one's value, social status, income, or one's total life. Such conditions are considered as stressful. It is necessary to have stress-overcoming personality trait for effective performance. The psychological hardiness is such trait of human personality**."**

According to American Psychological Association (2008), "Psychological hardiness is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress - such as family and relationship problems, serious health problems, or

workplace and financial stressors. It means *bouncing back* from difficult experiences. Research has shown that hardiness is ordinary, not extraordinary. People commonly demonstrate hardiness. One example is the response of many Americans to the September 11, 2001 terrorist attacks and individuals' efforts to rebuild their lives. Being hardy does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to hardiness is likely to involve considerable emotional distress. Hardiness is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone."

According to Maddi and Kobasa (1979), "people who possessed the *three C's* were flat-out healthier. They identified three dimensions (popularly known as 3 C's to Psychological hardiness) that tend to promote this sense of hardiness and in turn physical wellness. These are: **Commitment**: Psychological high hardy people are very high in commitments. That is, they showed a tendency to involve themselves in, rather than experience alienation from whatever they are doing or encountering. They are deeply committed to their work and values. They readily take responsibility and work hard to make their dreams come true. They are active, not passive, in pursuing their goals and truly enjoy learning. They spend considerable time on their work and truly enjoy the process of learning, feeling proud of their accomplishments that are well-earned. People with psychological hardiness tend to have and hold a sense of purpose in what they do. Personally, this measure invites oneself to reach to his deeper values, which exist no matter what the context. So, if dignity, respect, honesty, love, or creativity matter to an individual, he can invoke these core values no matter where he is. **Control:** Psychologically high hardy people have a sense of personal control over their lives. Their locus of control is internal. They feel and behave as though they are influential rather than helpless in facing the various rewards and punishments of life. They are optimistic and feel they are *Masters of their Fate!* They have a strong sense of autonomy and independence and take responsibility for their actions. They have a strong will to achieve and to make a difference with their lives. People who have a sense that there are things they can do, and people who focus in the domain of what they can do, rather than what's outside their control, tend to be more hardy and less painfully stressed. There are some factors which show the quality of control in an individual. **Challenge:** Psychological high hardy individuals are high in challenge. They see change as a challenge to master and approach change with positive attitudes of confidence and self-determination. They believe that change rather than stability is normal in life. They praise change as an interesting incentive to personal growth, not as a threat to security. Low hardy people are fearful of change and react with helplessness and distress. They do not like to deviate from routine and are insecure in new situations. Psychologically high hardy people embrace new challenges and continually grow from their new experiences for example *mountain to climb!* People with hardiness, enjoy challenge. They generally see themselves as capable of change and expect life around them to change. They believe that mistakes are cause for learning, losses are preludes to winning, and weaknesses create opportunities to grow better."

EMOTIONAL COMPETENCE

According to Beamount, "Emotional Competence refers to one's ability to express or release one's inner feelings. It implies an ease around other and determines one's ability to effectively lead and express. It is described as an important social skill to recognize, interpret and respond usefully to emotions in yourself and others. Emotional Competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. It can also lead to improved relationship since inappropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotion." The concept is different from emotional intelligence which while recognize the significance of emotions gives stress to manipulating or handling them. Emotional competence is made up of two words- "emotion" and "competence". Emotions are root forces in the dynamics of human behavior and personality. Dictionary meaning of competence is doing well, where one can produce the type of effect, one desire. Competence means mastering of abilities to do a job well and when this characteristic of personality is related to emotions, it is known as emotional competence which happened to be proficiency that an individual attain to deal with emotional situations affectively. Accordin to Daniel Goleman (1998), "for star performance in all jobs, in every field, Emotional Competence is twice as important as purily cognitive abilities for success at the highest levels, in leadership positions, emotional competence accounts for virtually the entire advantage. Emotional Competence enables the individual to cope with stressful life circumstances and find positive meaning in life."

ADJUSTMENT

By the progress of science and machinery, industrialization and innovation. The whole social system is changing quickly. Old values are being replaced by new ones. Political system as well as Socio-economic status is also changing in many countries. Accordingly life is becoming faster day by day. Therefore, adjustment has become more complicated in the present technological age. The foremost aim of all educational activities is to enable the students to make their proper adjustment in the various fields of life in the ever changing nature of society.

Adjustment is defined as a continuous process of maintaining harmony among the attributes of the individuals and the environmental conditions which surround him.

According to Mohan and Singh, (1989), "Adjustment is a lifetime process and can be defined as a person‘s interaction with his environment. It is a process in which an individual learns certain ways of behavior through which he enters a relationship of harmony or equilibrium with his environment. Thereby he tries to lead a life acceptable to society."

According to Lazarus (1961), "Initially the concept of adjustment was biological in its nature and was termed as adaptation. The term adaptation has been replaced by **—adjustment** which now stands for psychological survival in which psychologists are more interested i.e. the subject

of their interest is individual‘s adjustment to social or inter-personal pressure and not only adaptations to physical world.”

Authors have defined the term adjustment in different ways. Some of the important definitions are given as under:

According to Webster's New Dictionary, “to achieve mental or behavioral balance between one's own needs and the demands of other's as a result of which the individual is put to a more satisfactory state.”

According to Encyclopedia Britanica (1768), “It is stated that adjustment is the process of behavior by which all creatures maintain equilibrium between their needs and demands and obstacles to the environment.”

According to Coleman (1969) “Adjustment is the outcome of the individual efforts to deal with stress and meet his needs.”

According to Shaffer (1979) “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influences the satisfaction of these needs.”

According to Gates (1958), “Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment."

According to Symonds (1949), "Adjustment can be defined as a satisfactory relation of an organism to its environment.”

Thus we may say that adjustment is a process by which person responds to assured aspects of life. Adjustment means a satisfactory alteration to the demands of day-to-day life. A well adjusted individual feels harmless in his understanding of ability to bring his interrelation with those attitudes that are conducive to proficient living. It is a process by which person lead a joyful and comfortable life while maintaining steadiness between his desires and his capacity to accomplish them. It helps a person to change his ways of life according to the demands of the circumstances and also gives him potency and ability to carry about the required changes in the conditions of his environment. In addition to his own fundamental needs, an individual is also subjected to certain demands of society. Individual will not be contented to his environment, if he thinks merely in terms of fulfilling his own needs without thought of the norms, ethics and cultural customers of society. Adjustment fulfills one’s own demands as well as of the society. In its comprehensive intention it may be affirmed that adjustment is a situation or state in which the individuals behavior conforms to the demands of the society in which he belongs and feels that his own needs will be fulfilled. A well adjusted person is one whose responses are mature, efficient, gratifying and healthy. On the other hand, an emotionally disturbed person is one who is inefficient in completing the tasks that a well-adjusted person will complete within its proper fixed time. Adjustment is comparative in character since there are no such things as a perfectly adjusted person. It must be evaluated in terms of a person‘s capability to alter and to survive with demands that are encountered and these capabilities vary with personality and with the level of development. According to Anderson, “Good adjustment cannot be defined once and for all in any simple fashion. It must be defined in terms of meeting the problem suitable to the level of development and good adjustment. In this way He also viewed that growing up is a process of

meeting stresses, strains and thus building the capability to meet the problems. Adjustment is also relative because it varies to some extant with social and cultural norms and because of individual variations in behavior. Sometimes Even well-adjusted person finds himself with problems beyond the scope of his adjustment capabilities. In this way a good adjustment is not necessarily omnipresent."

REVIEW OF RELATED LITERATURE

Review of literature is presented under the following headings:

1. **Psychological hardiness**
2. **Emotional competence**
3. **Adjustment**

Guinn, Vincent and Dugas (2011) investigated that greater acculturation, higher educational attainment better health status and marriage differentiated between those women reporting themselves psychologically hardy to the effects of stress and those reporting being vulnerable.

Ranjana (2010) found a significant relation between academic stress and personality hardiness of B.Ed. trainees.

Nasiri (2010) revealed that learning hardiness enhance control, commitment and challenge the impact of each individually or in group can reduce the level of stress.

Singh et al (2008) revealed that psychologically hardy persons demonstrated better mental health behavior as compared to psychologically non-hardy persons.

Lambert (2007) found that hardiness is not only acquirable trait but an inherent one.

Chandra (2004) conducted research which indicated that three important ingredients of psychological hardiness as commitment control and challenge.

Izakian (2001) conducted a study which showed that hardiness has a positive correlation with job satisfaction and it has a negative correlation with mental stress.

Shirkan (2000) investigated that there was a significant positive relationship between personality scale of hardiness and perceived stress and psychological symptoms among college students.

With regard to emotional competence, **Bhartiya (2017)** indicated that on the basis of gender there is no significant difference between emotional competence of private and government school teachers. On the level of emotional competence private and government school teachers have no significant difference.

Thakur and Chawla (2016) revealed that there is no significant difference between male and female teacher trainees with regard to emotional competence.

Mehrotra and Dua (2014) revealed that students of class 10^{th} and 12^{th} show average level of emotional competence and also this ability of adolescents is influenced only on one dimension i.e. enhancement of positive emotions by gender and locality only.

Sidhu (2012) has observed a significant relationship between mental health and emotional competence among adolescents.

Tripathi (2012) has found a significant relationship between adjustment and emotional competence among college student.

Castellan, Clifford and Kenchappanavar (2011) have indicated that no significant influence of fathers' presence/absence on the Emotional Competence of adolescents. Also the presence and absence of the father had no significant influence on the gender in the sample. However there were variations on the five dimensions of emotional competence.

Howard and Timothy Lent (2011) indicated that there is a correlation between Goldman's competencies, the language employed in introductory textbooks, and the teaching philosophy of educators of introductory public relations courses and of the textbook authors.

Barrack and Mound (1991) found that performance in all the jobs from top to bottom depends on emotional competence and mainly on its component consciousness.

With regard to adjustment, **Kushwaha (2015)** investigated that there is significant difference found between the adjustment scores of hostlers and day scholars.

Peerzada (2013) indicated that higher secondary school science and social science teachers have similar home adjustment and also observed that social science teachers have more adjustment problems than science teachers.

Malhotra & Suman (2012) indicated that there is significant positive correlation between demographic variables and adjustment.

Khan (2010) indicated that secondary school teachers have negative self concepts and level of adjustment was also poor.

Yadav (2010) investigated that there is no significant difference in adjustment between rural, urban and male, female secondary school teachers.

Gardia Alok and Shandilya Sweta (2010) indicated that there are significant and positive relationship between adjustment, scientific attitude and sense of responsibility among adolescents.

NEED OF THE STUDY

There is mounting evidence to prove there is lack or lost developmental opportunities for the youth of Kashmir which incur ill health, and social, physical, mental disruption for them. There is no distrust that the youth have been at the centre of socio-economic and socio-political changes taking place in Kashmir valley. Life is full of exciting challenges and stressful events. In this modern age people have to race against time while competing with their fellow beings in order to be on the top of ladder of success. In this competition we find differences in the approach of managing stress. Studies show differences of people under stress who become physically sick verses those who stay well are mentally enough strong. Studies demonstrate three factors which make differences are a sense of commitment, control and challenge. These days' students are bounded by a number of stressful situations, under which they become maladjusted. Some take stress in healthy way and some get depressed to such an extent they find solutions in escaping situations or in suicide. The increasing number of student suicides in and outside colleges is a vital proof for the lack of psychological hardiness and emotional competence. On the other hand most of our working youth are dissatisfied due to their current positions. They have been thrown to these superfluous engagements either by society, parents or situations. Someone who wanted to become a teacher and was sent to medical college against his wish cannot give the best output as a doctor at all. Life in Kashmir valley is disturbed and creating many psychological problems related to their personality and adjustment. Hence the teachers in the valley have a tremendous role for stimulating and enhancing right developmental aspects for making them emotionally stable with strong personalities. It is essential for our teachers to be emotionally competent to understand their problems and guiding them in handling stress.

Many researches revealed the importance of Psychological hardiness and emotional competency. Hardiness is attribute of mental health and it sets positivity and resiliency in meeting life of challenges. It helps an individual to cope up complicated situations and stressful events of life. On the other hand emotional competence can also show the way to better health by avoiding constant worry and would otherwise lead to repression of emotions. Teachers have to play an important role in imbibing such characteristics among their learners since the early developmental periods. Hence it is an important topic to study the psychological hardiness and emotional competence of pre- service teacher trainees. This study will help to increase the awareness about the Emotional competence and psychological hardiness. Further this research will provide base for the further research in the same field.

STATEMENT OF THE PROBLEM

The statement for the present study reads as under:

"Study of psychological hardiness, emotional competence and adjustment of pre-service teacher trainees of Kashmir valley."

Objectives of the study

The following objectives have been formulated for the present study:

1. To study the psychological hardiness of pre-service teacher trainees from urban areas of Kashmir valley.
2. To study the psychological hardiness of pre-service teacher trainees from rural areas of Kashmir valley.
3. To study the emotional competence of pre-service teacher trainees from urban areas of Kashmir valley.
4. To study the emotional competence of pre-service teacher trainees from rural areas of Kashmir valley.
5. To study the adjustment of pre-service teacher trainees from urban areas of Kashmir valley.
6. To study the adjustment of pre-service teacher trainees from rural areas of Kashmir valley.
7. To study the relationship between psychological hardiness and adjustment of pre-service teacher trainees from urban areas of Kashmir valley.
8. To study the relationship between psychological hardiness and adjustment of pre-service teacher trainees from rural areas of Kashmir valley.
9. To study the relationship between emotional competence and adjustment of pre-service teacher trainees from urban areas of Kashmir valley.
10. To study the relationship between emotional competence and adjustment of pre-service teacher trainees from rural areas of Kashmir valley.
11. To study the relationship among the psychological hardiness, emotional competence and adjustment of pre-service teacher trainees of Kashmir valley.

OPERATIONAL DEFINITION OF TERMS AND VARIABLES

Psychological hardiness

Psychological Hardiness is a group of three dispositions- control, commitment and challenge and sum of these determines overall hardiness.

Emotional competence

Emotional competence is the ability to understand, control and communicate the emotional aspect of one's life in ways that allow the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demands of growth and development.

Adjustment

Adjustment is a person‘s capability to adjust and to cope with demands that are encountered within the social, emotional and educational environment.

Pre-service teacher trainees

For the present study pre-service teacher trainees are the students who have qualified bachelor’s degree (B.Sc., B.A, B.Com, and B.B.A) and are presently doing professional course (B.Ed) for teaching.

SAMPLE

The sample will consists of 300 pre-service teacher trainees who shall be selected from Kashmir University (100 students), Central University of Kashmir (100 students), Government College of Education Srinagar presently known as IASE (100 students). The sample from each university or college will be equally divided on the basis of urban and rural.

TOOLS

The following tools shall be used for the purpose of data collection.

1. Investigator will construct a questionnaire to study psychological hardiness.
2. Emotional competence scale will be used in this researcher study developed by Sharma and Bharadwaj (2013).
3. A questionnaire for adjustment will be used and interview schedule for pre-service teacher trainees will be developed.

STATISTICAL ANALYSIS

Statistical analysis will be done according to the objectives of the study.

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